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ABSTRACT

The final report of a special study institute to develop guidelines for training special education teachers outlines 264 competency statements derived from two post institute evaluations by 90 California college and university instructors and selected student. Reviewed are the background, planning, and activities of the institute as well as recommendations made by participants concerning evaluation of teacher training programs. Appendixes contain a copy of the evaluation questionnaire, instructions for both the first and second evaluations, and a list of participating higher education institutions. (LH)

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GUIDELINES for the Training of Special Education Teachers

THE REPORT OF A SPECIAL STUDY INSTITUTE

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PREFACE

Guidelines for the Training of Special Education Teachers is the culminating product of nearly two years of effort to determine the requirements of successful special education teaching. The method by which the teaching competencies outlined in this publication were derived was the Delphi process, which amounted to a double review and evaluation of competency statements that were originated at a special study institute in February, 1972.

Contributors at the special study institute represented all leading higher education institutions in California that prepare teachers for instructing exceptional children. The institute participants, who were university and college instructors and a few selected special education students, met in task groups to formulate statements of teacher competencies. During these meetings, parents of exceptional children, Commission for Teacher Preparation and Licensing representatives, State Department of Education representatives, and representatives of professional organizations appeared to express their particular concerns.

The teacher competencies outlined in this publication have been derived by a thorough and systematic process. They should serve as an excellent guide for institutions that prepare teachers for special education. The California State Department of Education is grateful to the many individuals who contributed to the development of *Guidelines for the Training of Special Education Teachers.*

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Introduction

The following is a report of a special study institute, which was held February 21-24, 1972, in Santa Barbara, California, to determine what competencies should be required of persons completing teacher preparation programs in special education. The lists of competencies that follow reflect the thinking of the ninety teacher trainers and students who attended the institute.

Background

In 1970, the California State Legislature passed the Teacher Preparation and Licensing Law (Assembly Bill 122), which altered the criteria individuals must meet to obtain teaching credentials. The law created a commission to (1) develop standards and procedures for certification; (2) promulgate appropriate rules and regulations; and (3) issue credentials upon certification to the State Board of Education. Without elaboration on the characteristics of the types of credentials (teaching and services), it is enough to state that the requirements for the credential to teach in special education classes were not specified beyond the broadest of statements.

Those involved in the preparation of special education teachers noted that AB 122 provided an opportunity to explore emerging ideas relative to teacher training programs. Specifically, they envisioned the opportunity to develop preparation programs that are based on an individual's measurable competencies to work with exceptional children, rather than on the number of courses or units he completes. It was hoped that once formulated, the competencies would be reflected in certification requirements. As a first step toward this goal, the special study institute was held to formulate essential teacher competencies.

Institute Planning

The development of the special study institute from conception to fruition extended from May, 1971, to February, 1972. During this period, planning meetings were held by the following individuals:

1. The original designers of the proposal requesting federal funds to conduct the institute (4 members)
2. Representatives from the larger California teacher training programs and the State Department of Education (10 members)
3. Additional special education teacher trainers to help plan and conduct the study groups within the institute (22 members)

Once the actual date, location, and program were decided, invitations were extended to all educators in special education at the college/university level and to selected students enrolled in training programs. Unfortunately, not all professors in special education were able to attend the institute because of teaching and administrative responsibilities. However, the majority of institutions conducting training programs were represented, and the schools that produced the largest number of special education teachers were represented in both planning and study groups.

The institute was designed to accomplish the following goals:

- *To provide teacher educators with "input" information and opinions relative to the necessary competencies of special education teachers and to the implications of AB 122 concerning teacher training and certification.* Input presentations are to be conducted by guests representing (1) parents of exceptional children; (2) appropriate professional organizations; (3) the Commission for Teacher Preparation and Licensing and its staff; and (4) the Division of Special Education of the State Department of Education. In addition, there will be presentations by a consultant to the California State Senate Committee on Education and by a Director of

Special Education of a neighboring state in which competency based credentials have already been established.

- *To use work groups to formulate statements of measurable competencies applicable to all special education teachers, as well as to teachers who work with children with specific kinds of disabilities.* The work groups are to focus on those competencies that can be developed during a teacher training program, as differentiated from those necessary to enter the training program and those that can be developed after leaving the program.

- *To provide critical analysis of the proposed document* The Master Plan for Special Education in California *prepared by the State Department of Education Task Team for Manpower Development in Special Education.*

Institute Activities

At the special study institute, ten task groups were organized to develop statements of desired teacher competencies. Each group included representatives from various teaching specialties and training institutions. Also, at least one student was assigned to each group. Input sessions were held during the first two days, with work sessions scheduled around the input sessions. As the institute progressed, the frequency and amount of time devoted in the work sessions to developing competency statements increased.

The original design specified that separate lists of competency statements would be developed by each of the ten task groups. However, during the course of the institute, it was found expedient for certain groups to combine their efforts and final products.

The Delphi Evaluation

After the Santa Barbara meeting had adjourned, the competency statements generated at the institute were collated by the institute directors and sent to all participants for review and evaluation. Participants then rated each competency as being (1) either essential, desired, or not desired for teaching exceptional children; and (2) either generic to teaching in all special education programs or specific to particular types of programs.

The results of the first postinstitute evaluation were also compiled and sent to the participants for review and evaluation. The competency statement evaluations of this second review were subsequently tabulated and the consensus ratings thereby derived.

The two postinstitute evaluations were necessary to (1) acquaint all participants with the competency statements formulated by the institute task groups; and (2) present the participants with a compilation of the group opinions concerning each competency, leading toward further refinement of the consensus. (The second survey contained the ratings relative to each competency's importance, to generic-specific position, and to the significant number of rejections by the respondents.)

By using a double-survey evaluation (a Delphi process), a thorough and objective consensus of the participants' judgment was established.[1] The surveys, which constituted questionnaires, did not require the respondents to include their identity, thereby providing opportunity to modify responses.

Instructional Categories

Each postinstitute Delphi evaluation questionnaire included 264 competency statements to be rated. To provide a meaningful structure, the institute directors classified the competency statements in terms of their functional relationship to the instructional process. The following are the categories that were used:

1. Acquainted with factual material about exceptional children
2. Student counseling
3. Managing the classroom and program administration
4. Communicating with parents
5. Communicating with other professionals
6. Developing and planning instructional programs
7. Evaluating the instructional process
8. Describing and assessing student behavior
9. Implementing instructional programs
10. Defining instructional goals and objectives

Areas of Competency Application

The institute directors were aware that any competency considered essential to one or two areas of exceptionality could also be considered as useful to all areas. However, the focus of the process was on those competencies that were to be included in the initial training program. Thus, the directors had to

[1] For a discussion of the Delphi evaluation method, see John Pfeiffer, *New Look at Education: Systems Analysis in Our Schools and Colleges*. New York: Western Publishing Co., Inc., 1968, pp. 152-7.

set an arbitrary point at which to divide what was to be considered generic from what was to be considered specific. The following are the questionnaire responses that were made with respect to areas of application:

Generic A competency important to teaching in four or more areas of exceptionality

Specific A competency important to teaching in three or fewer areas of exceptionality

Competency Priority Levels

The following are the questionnaire responses that were made with respect to levels of priority, along with explanations of how the final responses were tabulated:

Essential A competency that was viewed by two-thirds of the respondents as being absolutely necessary was coded at the "2" level

Desired A desired competency that was not classified as essential but was not rejected was coded at the "1" level

Rejected A competency that was rejected by 20 percent or more of the respondents

Final Evaluation Categories

As a result of applying the Delphi questionnaire criteria, each of the 264 competency statements was tabulated in one of the following categories:

Generic-essential

Generic-desired

Specific-essential

Specific-desired

Rejected

Final Ratings of Teacher Competencies

The following are the final results of the evaluation of the competency statements that were generated at the special study institute.[2] The order in which the competencies are listed does not reflect a sequence of importance, as the statements appear at random within instructional categories. Of the total 264 competency statements, 14 are rated in both generic and specific categories; each of these 14 statements therefore appears twice in the lists.

Generic Competencies Considered Essential

Acquainted with Factual Material About Exceptional Children

Recognizes special instructional problems associated with different rates of development
Identifies current issues and trends with respect to developing and implementing instructional programs for exceptional children
Translates statements describing physical limitations into statements about instructional limitations
Translates the characteristics of a handicap into behavior limitations
Identifies psychosocial effects of being handicapped
Translates statements describing sensory limitations into statements about instructional limitations

Counseling Students

Aids student in defining goals and objectives that are achievable in terms of his limitations
Listens to student efforts to communicate
Encourages students to express ideas and opinions
Assists student to express his feelings

[2]During the evaluation process, numerous suggestions were made for improving the competency statements, but for consistency no changes were made. Therefore, the finalized lists of competencies presented in this publication should not be considered as the absolute consensus of the institute participants. Furthermore, some of the statements in the lists of this publication have been slightly changed by the editor. For comparison, the original questionnaire statements are presented in Appendix A.

Assists student to interpret his own behavior
Aids student in accepting his handicap

Managing the Classroom and Program Administration

Adapts instructional environment for specific children in the light of information gained from physicians and other noninstructional consultants
Arranges classroom so that students have optimal visibility
Maintains required records on children in class
Prepares and submits reports as required by local and state codes

Communicating with Parents

Describes purposes, programs, and goals of special education to parents
Communicates outcomes of the instructional process to the parents
Obtains through counseling with parents information necessary for program planning and implementation
Interprets information supplied by parents
Aids parents in defining realistic goals for their children
Involves parents in establishing physical, cognitive, and affective goals for their children
Plans periodic parent meetings to discuss objectives, goals, procedures, and forecasts

Communicating with Other Professionals

Uses information supplied by professional consultants in planning instructional programs
Interprets information supplied by physicians, psychologists, and other professionals
Consults with the regular class teacher in order to extend and implement the speech and language programs for individual children
Establishes and maintains communication channels with personnel in school and community agencies to extend individual pupil instructional programs
Seeks professional assistance in managing children when required
Observes accepted ethical practices in communicating to others about individual children
Works with professional consultants in developing programs for individual children
Communicates with regular class teacher regarding activities of exceptional children who are members of that teacher's class
Describes purposes, programs, and goals of special education to regular class teachers and administrators
Communicates with objectivity and specificity with other professionals
Can use information obtained from consultants when planning instructional activities

Developing and Planning Instructional Programs

Translates learning theories in terms of functional relations to instruction
Utilizes information obtained from related disciplines about the sensory, physical, emotional, social, and cognitive states of the child to plan remediation programs
Develops instructional materials to meet specific instructional needs
Organizes activities that are associated with developing independent behaviors
Translates diagnostic statements of physicians, physical therapists, occupational therapists, and other professionals into instructional activities
Sequences tasks to conform with learning styles, learning pace, and inferred learning potential of children

Generates instructional programs that are associated with the development of problem-solving behaviors
Plans an instructional unit to achieve a terminal objective, indicating procedures and materials in order of application
Develops objectives in terms of entering behaviors of student
Selects instructional materials and methods in terms of student performance level
In writing instructional objectives, uses information obtained from observing the child
Involves students in instructional planning
Updates program development and implementation in terms of current research
Uses outcomes of instruction as a basis for planning future instructional activities
Modifies the selection of instructional procedures in terms of instructional outcomes
When integrating an exceptional child into the regular classroom, describes essential instructional environment modifications
Modifies the selection of instructional materials in terms of instructional outcomes
Develops intervention procedures in order to achieve specific behavior objectives
Relates information about child development to the child's performance in school

Evaluating the Instructional Process

Evaluates pupil performance at each step and task level
Evaluates particular teaching processes and strategies as related to individual pupil performance
Analyzes and evaluates instructional procedures in the light of behavior outcomes achieved
Compares the behavior outcomes of instructional efforts with stated long-term and short-term goals
Applies evaluation techniques to measure student progress
Applies evaluation techniques to measure the effectiveness of materials and methods
Determines which environmental situations are reinforcing to individual children
Evaluates and modifies when appropriate his own teaching behavior
Evaluates the effectiveness of intervention strategy through observation of behavior outcomes
Objectively describes performance changes demonstrated by the child

Describing and Assessing Student Behavior

Uses assessment information as a basis for specifying behavior objectives
Observes and records behaviors elicited in assessment situations
Establishes situations that elicit specific responses for assessment purposes
When integrating an exceptional child into the regular classroom, describes for the teacher the child's entry behaviors
When integrating an exceptional child into the regular classroom, indicates instructional limitations
Tentatively identifies child's preferred learning style
Describes a child's interaction with peers, teachers, and parents
Records base-line performance data
Recognizes the unique behavior acquisition patterns of individual children

Implementing Instructional Programs

Reinforces exploratory responses and questions from students
Provides opportunities for independent study
Provides success-producing situations for individual pupils

Reinforces behaviors that enable the child to function as a member of the classroom group
Responds to inappropriate behaviors consistently and in a manner to reduce the probability of their occurrence
Varies and paces instructional activities to maintain high student interest
Establishes classroom environment that permits children to behave as members of a group
Provides the child with appropriate feedback for his behavior
Modifies the application of instructional procedures in terms of instructional outcomes
When integrating a child in the regular classroom, assists regular teacher in program development and modification
Modifies instructional materials in terms of the individual child's performance
Encourages behaviors that reflect problem-solving cognitive activity in the child

Defining Instructional Goals and Objectives

Describes instructional goals in performance terms
Identifies educational and behavioral goals in terms of child's handicapping condition
Arranges educational objectives in priority order
Breaks down long-range educational goals into sequences of immediate goals
Uses information obtained from assessment activities, cumulative folders, and special reports to develop long-range educational objectives
When integrating an exceptional child into the regular classroom, describes criteria for evaluating placement

Generic Competencies Considered Desired

Acquainted with Factual Material About Exceptional Children

Relates specific speech deficiencies to remedial procedures
Deduces from behavior the qualitative differences in levels of cognitive functioning
Recognizes the relationship between the effects on physical impairment and on psychosocial development
Recognizes in growth and development the discrepancies related to mental retardation
Describes and evaluates the several theoretical instructional systems that are used to design programs for exceptional children
Distinguishes between the several psychoeducational measuring instruments with respect to describing and predicting performance in school
Extrapolates formal test performance to performance in school
Identifies formal test limitations when describing the behaviors of exceptional children
Recognizes relationships between language disorders and other handicapping conditions in multiply handicapped children
Recognizes relationships between speech disorders and other handicapping conditions in multiply handicapped children
Interprets standardized measures of perceptual motor functioning
Relates cognitive deficit to social and cultural conditions
Describes commercial instructional materials available for working with exceptional children

Counseling Students

Communicates program purposes and parameters to student in counseling situations

Managing the Classroom and Program Administration

Plans teaching strategies that maximize utilization of visual modality
Arranges classroom for maximum visual efficiency
Uses aide's services to maximize individual contact with pupils
Operates special class in conformance with district policy and state law
Selects for purchase instructional materials and equipment
Plans and adheres to the instructional budget for operating in special education class
Establishes and equips interest and learning centers in the classroom
Establishes and maintains clearly defined guidelines for pupil classroom behavior
Arranges classroom furniture to maximize instructional flexibility
Maintains school records in objective fashion
Arranges physical environment in order to achieve specific instructional goals
Arranges physical conditions to facilitate the achievement of specific instructional goals
Develops and maintains functional records system
Maintains required records on individual children
Executes emergency procedures in the event of seizure, fatigue, excessive emotional reaction, critical illness, or injury

Communicating with Parents

Elicits parent support for the instructional program through counseling
Elicits supportive behaviors from parents through parent counseling
Elicits parent cooperation in developing educational programs for individual children
Encourages parents to implement extensions of school programs in the home
Communicates with parents objectively

Communicating with Other Professionals

Prepares written reports for teachers, professional personnel outside the school, and outside agencies
Participates as a member of interdisciplinary teams to assess the nature and severity of the child's handicapping conditions
Selects appropriate consultants for obtaining information about handicapped children
Selects appropriate professionals when professional assistance is required
Supplies descriptive data to other professionals when required
Can supply information to consultants in order to increase their consultative value
Utilizes the services of appropriate community agencies

Developing and Planning Instructional Programs

Organizes instructional environments that develop exploratory behaviors
Determines if the several theoretical approaches to instruction have application to specific instructional problems
Plans instructional programs that provide for the development of practical employment skills
Compares motor performance of individual child with developmental norms and uses information for instructional planning
Lists components of a problem-solving task
Lists components of a verbal task
Lists components of a motor task

Develops and maintains a materials-and-methods file derived from professional and commercial sources
Plans teaching strategies that maximize utilization of the visual, sensory modality
Prepares instructional materials for auditory discrimination training
Prepares instructional materials for tactual discrimination training
Uses information gained in evaluating behavior changes related to visual input as a basis for instructional planning
Conducts a task analysis of an instructional activity
When integrating an exceptional child into the regular classroom, specifies the sequence of activities in which the child is to be integrated
Selects appropriate literature as a source for program planning information
Applies information about child development in planning the instructional inference
Applies information about home conditions in planning the instructional interface

Evaluating the Instructional Process

Involves pupils in the instructional evaluation process
Designs evaluation techniques to measure effectiveness of materials and methods
Designs evaluation techniques to determine long-term educational progress
Describes social conditions that are related to the child's performance in school
Objectively describes changes in performance rates demonstrated by the child
Describes factors in the school environment that are related to the performance of the child

Describing and Assessing Student Behavior

Modifies assessment activities in terms of instructional outcomes
Determines a child's hierarchy of reinforcers
Relates specific communicative disorders to social and cultural conditions
Assesses developmental performance level
Assesses the speech behavior of pupils
Establishes situations that elicit language behavior for assessment purposes
Describes the language competency of a child-syntax level

Implementing Instructional Programs

Adapts and devises equipment and physical situations to accommodate unique physical, sensory, and cognitive behavior styles
Elicits behaviors that reflect a realistic definition of occupational possibilities in terms of the child's handicap
Provides opportunities for students to discuss, examine, and support a position with respect to critical issues
Elicits exploratory responses and questions from students
Implements language development programs for specific children
Selects appropriate instructional techniques and procedures for each instructional session with child in terms of age, grade level, and nature of communication disorder
Utilizes the principles and procedures of group processes to remediate communication disorder
Selects and uses instructional materials related to vocational skills
Uses teacher aide to assist in maintaining instructional routine and in pacing instructional activities
Practices accepted group process procedures to achieve program goals

Controls classroom behavior by the application of behavior-shaping principles
Assists student to modify his behavior in terms of its consequences
Aids student in defining alternate behavior possibilities
Utilizes teaching techniques that maximize utilization of the visual modality
Adapts the basic public school curriculum to the limitations of the individual child
Utilizes community resources that could be part of the instructional program
Adapts materials and equipment in terms of specific instructional problems
Encourages behaviors that reflect divergent cognitive activity in the child

Defining Instructional Goals and Objectives

Defines probable postschool vocational activities when developing long-range curricular objectives
Identifies probable postschool vocational activities for individual children

Specific Competencies Considered Essential

Acquainted with Factual Material About Exceptional Children

Relates specific speech deficiencies to remedial procedures *(speech handicapped)*
Recognizes in growth and development the discrepancies related to mental retardation *(educable mentally retarded; trainable mentally retarded)*
Recognizes relationships between hearing disorders and other handicapping conditions in multiply handicapped children *(multihandicapped; deaf and hard-of-hearing)*
Recognizes the several degrees of limitation in function implied in different definitions of mental retardation *(educable mentally retarded; trainable mentally retarded)*
Recognizes the assumptions underlying the application of the label "mental retardation" *(educable mentally retarded; trainable mentally retarded)*
Recognizes relationships between language disorders and other handicapping conditions in multiply handicapped children *(multihandicapped)*
Recognizes relationships between speech disorders and other handicapping conditions in multiply handicapped children *(multihandicapped; speech handicapped)*

Managing the Classroom and Program Administration

Arranges classroom environment to accommodate children in wheelchairs or wearing appliances and prosthetic devices *(multihandicapped; orthopedic handicapped)*
Organizes and administers speech and hearing programs for speech, language, and auditorially handicapped children *(deaf and hard-of-hearing)*

Communicating with Other Professionals

Relates information obtained from physicians and orthopedic appliance manufacturers to the development of instructional activities *(multihandicapped; orthopedic handicapped)*
Relates statements from ophthalmologists to the development of instructional activities *(orthopedic handicapped; visually handicapped)*

Developing and Planning Instructional Programs

Organizes a speech-reading training program for specific children *(deaf and hard-of-hearing)*
Formulates instructional program to remediate fluency deficiencies *(speech handicapped)*

Designs a program within an educational setting for children with auditory deficits *(deaf and hard-of-hearing)*

Plans instructional programs that provide for the development of practical employment skills *(educable mentally retarded; trainable mentally retarded)*

Formulates instructional programs to remediate voice quality deficiencies *(speech handicapped; deaf and hard-of-hearing)*

Formulates instructional programs to remediate articulation deficiencies *(speech handicapped; deaf and hard-of-hearing)*

Designs a program of auditory training for individual children based on the child's measured speech perceptions *(speech handicapped; deaf and hard-of-hearing)*

Designs a speech training program within an educational setting *(speech handicapped; deaf and hard-of-hearing)*

Applies the results of audiometric testing to planning instructional programs *(speech handicapped; deaf and hard-of-hearing)*

Uses standardized and informal test results to individualize instructional programs for children with speech and language disorders *(speech handicapped; deaf and hard-of-hearing)*

Identifies the instructional needs of pupils with communicative disorders *(speech handicapped; deaf and hard-of-hearing)*

Develops curriculum materials for deaf and hard-of-hearing pupils *(deaf and hard-of-hearing)*

In the development of instructional materials, applies information about auditory deficit *(educationally handicapped)*

Plans teaching strategies that maximize utilization of the visual, sensory modality *(educationally handicapped)*

Plans mobility training programs *(visually handicapped)*

Prepares instructional materials for auditory discrimination training *(deaf and hard-of-hearing)*

Uses mechanical brailler to prepare instructional materials *(visually handicapped)*

Prepares instructional materials for tactual discrimination training *(visually handicapped)*

Uses information gained in evaluating behavior changes related to visual input as a basis for instructional planning *(visually handicapped)*

Prepares instructional materials for partially seeing pupils *(multihandicapped; visually handicapped)*

Modifies speech and language training outcomes in terms of evaluation activities *(speech handicapped)*

Evaluating the Instructional Process

Applies criteria for evaluating mobility training programs *(visually handicapped)*

Develops criteria for evaluating the outcomes of mobility training programs *(visually handicapped)*

Evaluates behavior in response to changes in visual input as a basis for instructional planning *(visually handicapped)*

Describing and Assessing Student Behavior

Observes responses to visual stimuli in the partially sighted *(visually handicapped)*

Relates specific communicative disorders of pupils to anatomical and physiological conditions *(speech handicapped)*

Classifies observed communicative disorders with respect to characteristics, etiology, and manifestation *(speech handicapped)*

Relates observed visual deficiencies to physical, genetic, and structural conditions *(visually handicapped)*
Assesses the speech behavior of pupils *(speech handicapped)*
Establishes situations that elicit language behavior for assessment purposes *(speech handicapped)*
After screening children with suspected speech and language handicaps, selects specific cases for special instruction *(speech handicapped)*
Identifies and evaluates speech and language handicapped children in the educational setting *(speech handicapped)*
Conducts pure-tone audiometric tests AC, BC, and MA *(speech handicapped)*
Interprets outcomes of audiometric testing with respect to extent and type of hearing handicap *(speech handicapped; deaf and hard-of-hearing)*
Performs speech audiometry and evaluates the outcomes *(speech handicapped; deaf and hard-of-hearing)*
Assesses articulation patterns *(speech handicapped; deaf and hard-of-hearing)*
Assesses voice qualities *(speech handicapped; deaf and hard-of-hearing)*
Evaluates speech-reading skills of individual children *(deaf and hard-of-hearing)*
Evaluates the language competency of a child-syntax level *(speech handicapped; deaf and hard-of-hearing)*
Describes the language competency of a child-lexicon level *(speech handicapped)*

Implementing Instructional Programs

Uses in the classroom special equipment designed for the physically handicapped *(orthopedic handicapped)*
Implements speech-reading program *(deaf and hard-of-hearing)*
Demonstrates to the child proper use of a hearing aid *(deaf and hard-of-hearing)*
Selects appropriate instructional techniques and procedures for each instructional session with child in terms of age, grade level, and nature of communication disorder *(speech handicapped; deaf and hard-of-hearing)*
Utilizes the principles and procedures of group processes to remediate communication disorders *(speech handicapped)*
Selects and uses instructional materials related to vocational skills *(educable mentally retarded; trainable mentally retarded)*
Adapts audiovisual equipment and media for use with severely auditorially handicapped children *(deaf and hard-of-hearing)*
Utilizes teaching techniques that maximize utilization of the visual modality *(visually handicapped)*
Develops oral language behavior in deaf children *(deaf and hard-of-hearing)*
Develops manual communication skills *(deaf and hard-of-hearing)*
Utilizes strategies to increase use of residual hearing *(deaf and hard-of-hearing)*
Sight-reads braille (grades one and two) *(visually handicapped)*
Sight-reads braille (music code) *(visually handicapped)*
Sight-reads braille (Nemuth code) *(visually handicapped)*
Implements mobility training program *(visually handicapped)*
Modifies environmental conditions in order to deal with blindisms and other side effects of being severely visually impaired *(visually handicapped)*
Initiates oral language behavior in deaf children *(deaf and hard-of-hearing)*
Demonstrates lifting procedures for children with different physiological handicaps *(orthopedic handicapped)*

Defining Instructional Goals and Objectives

Defines long-range therapeutic goals for correcting speech behavior for a particular child *(speech handicapped; deaf and hard-of-hearing)*
Defines short-term therapeutic goals for correcting speech behavior for a particular child *(speech handicapped; deaf and hard-of-hearing)*

Specific Competencies Considered Desired

Acquainted with Factual Material About Exceptional Children

Demonstrates knowledge of hearing aids and molds and can specify desirable electroacoustic characteristics of child-type hearing aids *(deaf and hard-of-hearing)*
Demonstrates knowledge of electroacoustic amplifying systems with respect to frequency, range, and maximal power output *(deaf and hard-of-hearing)*
Relates auditory deficiencies to physical, genetic, and structural conditions *(deaf and hard-of-hearing)*

Defining Instructional Goals and Objectives

Initiates manual communication behavior *(deaf and hard-of-hearing)*

Rejected Statements

Acquainted with Factual Material About Exceptional Children

Identifies antecedent conditions associated with limited acquisition of comprehensive skills
Can specify the characteristics of an ear mold for an individual child
Relates cognitive deficits to genetic, physiological, and structural conditions
Relates cognitive deficits of pupils to cultural and social conditions

Managing the Classroom and Program Administration

Uses parents as volunteer aides in the classroom
Uses a routinized daily schedule

Communicating with Parents

Modifies parent-child relations through parent counseling
Encourages parents to express and evaluate their feelings about having an exceptional child
Communicates with parents affectively
Listens to parents with nonjudgmental responses

Developing and Planning Instructional Programs

Develops an instructional environment that provides opportunities to research controversial issues
Provides for student involvement in social concerns of the community
Organizes instructional environments that develop skills of inferring relations
Organizes classroom activities in order to develop skills in receiving and responding to the communications of fellow students, teachers, and resource persons

Sequences performance objectives in terms of stated performance objectives
Utilizes empirically derived information when selecting or designing intervention procedures

Describing and Assessing Student Behavior

Establishes situations that elicit behaviors that permit inference the child is thinking critically
Evaluates the language competency of a child-lexicon level

Implementing Instructional Programs

Applies operant conditioning principles to training programs
Provides a consistent pattern of activities to structure the instructional environment
Utilizes empirically derived information when selecting and designing instructional materials
Initiates writing behavior
Develops writing behavior

Conclusions

The general opinion of the institute participants was that programs for training teachers of exceptional children should have a strong emphasis on generic preparation. This, of course, does not mean that all activities designed to prepare teachers to work with specific disabilities should be eliminated; but in the opinion of the majority of the evaluation respondents, the competencies required of teachers of the mentally retarded, the educationally handicapped, and the gifted are similar. Regarding competencies of teachers of the multiply and orthopedically handicapped, the opinion was divided. Some participants thought that the competencies to teach children with these exceptionalities were highly specific, while others thought they were generic.

In addition to teacher competency statements, institute participants prepared recommendations concerning how teacher training programs should be evaluated. A summary of the responses of the institute task groups follows.

The Evaluation Team

The following are the recommendations made by the institute task groups concerning the characteristics and composition of the team that will evaluate teacher preparation programs:

1. Members of the team should possess experience in teaching in special education programs in the California public schools.
2. Members of the team should possess knowledge and understanding of current national and local special education goals, issues, and needs.
3. The composition of the evaluation team should include teachers and teacher educators in special education.

Program Elements

The following are the recommendations made by the institute task groups regarding desirable elements for teacher preparation programs:

1. Special-education teacher preparation programs should be developed in cooperation with the school districts and community agencies that utilize the services of those trained in the program.
2. The program should include evidence that appropriate administrative authorities support the program, including staff and funding support, to ensure that the objectives of the program will be fulfilled.
3. The program should include adequate practicums supervised by the training institution in which observation, individual work, and group work precede student teaching.
4. The program should include provisions for cooperation with other departments within the college.
5. The program should include a design for continuous evaluation of the training procedures, objectives, and results.
6. The program's faculty members should possess appropriate credentials, certification, and experience in classroom and clinical activity.
7. The program should include provisions for the utilization of information obtained from the consumer (school districts and private installations), as well as from the products (students).
8. The program should include adequate support services for student preparation, i.e., cooperation with the curric-

ulum library, instructional materials center, and audiovisual center.

9. The program should include a stated progression of activities that lead from the initial selection (or acceptance) of the student through the sequence of academic course and field experiences that result in appropriate accreditation.
10. The program should include stated provisions by which the intended special teacher competencies (program objectives) will be measured.

Major Concern

Complete evaluation of training programs requires a follow-up of first-year teachers. Assessment of their strengths and weaknesses provides feedback, which can be used as a basis for improving the training programs. Since provisions for such evaluation have not been made in any previous state requirements, neither staff nor staff time is available within schools of education for systematic assessment of first-year teachers.

The special study institute has recommended that the Commission for Teacher Preparation and Licensing (1) determine whether teacher-preparation institutions or other agencies should undertake the evaluation of first-year teachers; and (2) urge legislation to provide the necessary personnel to accomplish the evaluation of first-year teachers.

APPENDIX A

Instructions and Questionnaire for First Delphi Evaluation

INSTRUCTIONS

Dear Colleague:

Enclosed is the first mailing in the Delphi process of the list of competencies developed by the several work groups at the recent Special Study Institute in Santa Barbara.

Carefully read the following instructions in order to provide us with your correct indication as to the appropriateness of each item. Return your completed form by April 3, 1972, to Dr. Calvin C. Nelson, chairman, Department of Behavioral Sciences in Education, California State College, Fullerton, 800 N. State College Blvd., Fullerton, California 92631.

A. As you examine each competency, ask yourself whether it is necessary to the execution of an instructional program for handicapped children.

   If not--write REJECT as your response and proceed to the next item.

   If yes--GO TO LETTER B.

B. Ask yourself whether the competency is GENERIC to all programs for handicapped children or SPECIFIC TO PARTICULAR PROGRAMS.

   If GENERIC--prepare to place your rating in the Generic Box only and GO TO LETTER C.

   If SPECIFIC--prepare to place your rating in one or more categories (if you think a competency is important to four (4) or more categories, prepare to place your rating in the GENERIC AREA and GO TO LETTER C).

C. Rate each competency as follows:

   1 = enhances instruction but its absence would not detract from instructor effectiveness.

   2 = absolutely necessary for instructor effectiveness.

   IMPORTANT

   A rating of 2 on any competency should be interpreted to mean that you would be willing to accept it as a basis for evaluating your college training program.

The following are symbols used to designate special programs on the response grid:

G = Generic
EH = Educationally Handicapped (emotionally disturbed & Learning Disabilities)
D/H = Deaf Hear
EMR = Educable Mentally Retarded
MG = Ment
TMR = Trainable Mentally Retarded
MH = Multi-Handicapped
OH = Orth Heal
SH = Speech Handicapped
VH = Visually Handicapped

		G	EH	D/H	EMR	TMR	MG	MH
B-24-1	Relates specific speech deficiencies to remedial procedures							
B-24-2	Deduces qualitative differences in levels of cognitive functioning from behavior							
B-24-3	Recognizes the relationship between the effects on physical impairment and psycho-social development							
B-24-4	Recognizes special instructional problems associated with different rates of development							
B-24-5	Recognizes discrepancies in growth & development related to mental retardation							
B-24-6	Identifies antecedent conditions associated with limited acquisition of comprehensive skills							

DELPHI RESPONSE FORM FOR SPECIFYING SPECIAL TEACHER COMPETENCIES

bols used to designate special programs on the response grid:

G = Generic

EH = Educationally Hardicapped (emotionally disturbed & Learning Disabilities)

D/H = Deaf & Hard of Hearing

EMR = Educable Mentally Retarded

MG = Mentally Gifted

TMR = Trainable Mentally Retarded

MH = Multi-Handicapped

OH = Orthopedic & other Health Impaired

SH = Speech Handicapped

VH = Visually Handicapped

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
specific speech de- es to remedial pro-										
qualitative differ- levels of cognitive ng from behavior										
s the relationship he effects on impairment and cial development										
s special instruc- oblems associated erent rates of nt										
s discrepancies in development related retardation										
s antecedent con- ssociated with limit- ition of comprehen- ls										

		G	EH	D/H	EMR	TMR	MG
B-24-7	Can specify the characteristics of an ear mold for an individual child						
B-24-8	Demonstrates knowledge of hearing aids and molds and can specify desirable electro-acoustic characteristics of child-type hearing aids.						
B-24-9	Demonstrates knowledge of electro-acoustic amplifying systems with respect to frequency, range, and maximal power output						
B-24-10	Recognizes relationships between hearing disorders and other handicapping conditions in multiply handicapped children						
B-24-11	Identifies current issues and trends with respect to developing and implementing instructional programs for exceptional children						
B-24-12	Recognizes the several degrees of limitation in function implied in different definitions of mental retardation						
B-24-13	Recognizes the assumptions underlying the application the labelmental retardation						
B-24-14	Translates statements describing physical limitations into statements about instructional limitations						
B-24-15	Describes and evaluates the several theoretical instructional systems which are used to design programs for excentional children						

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
y the characteristics mold for an individual										
es knowledge of hear- nd molds and can speci- ble electro-acoustic stics of child-type ds.										
es knowledge of electro- mplifying systems with frequency, range, and wer output										
relationships between sorders and other handi- nditions in multiply d children										
current issues and trends ct to developing and im- instructional programs ional children										
the several degrees of in function implied nt definitions of mental n										
the assumptions under- application the label- ardation										
statements describing imitations into state- instructional limita-										
nd evaluates the sever- ical instructional sys- are used to design r excentional children										

		G	EH	D/H	EMR	TMR	MG	MH
B-24-16	Translates the characteristics of a handicap into behavior limitations							
B-24-17	Distinguishes between the several psycho-educational measuring instruments with respect to describing and predicting performance in school							
B-24-18	Extrapolates formal test performance to performance in school							
B-24-19	Identifies formal test limitations when describing the behaviors of exceptional children							
B-24-20	Identifies psycho-social effects of being handicapped							
B-24-21	Recognizes relationships between language disorders and other handicapping conditions in multiply handicapped children							
B-24-22	Recognizes relationships between speech disorders and other handicapping conditions in multiply handicapped children.							
B-24-197	Relates cognitive deficits to genetic, physiological, and structural conditions							
B-24-198	Relates cognitive deficit to social and cultural conditions							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
s the characteristics icap into behavior ns										
shes between the sycho-educational instruments with o describing and g performance in										
tes formal test ce to performance										
s formal test ns when describ- ehaviors of excep- ildren										
s psycho-social f being handicapped										
s relationships be- guage disorders and dicapping conditions y handicapped children										
s relationships be- ech disorders and dicapping conditions y handicapped chil-										
ognitive deficits to physiological, and conditions										
ognitive deficit to cultural conditions										

		IG	EH	D/H	EMR	TMR	MG	MH
B-24-199	Relates cognitive deficits of pupils to cultural and social conditions							
B-24-200	Relates auditory deficiencies to physical, genetic, and structural conditions							
B-24-196	Interprets standardized measures of perceptual motor functioning							
B-24-249	Translates statements describing sensory limitations into statements about instructional limitations							
B-24-250	Describes commercial instructional materials available for working with exceptional children.							
B-25-23	Communicates program purposes & parameters to student in counseling situations							
B-25-24	Aids student in defining goals and objectives which are achievable in terms of his limitations							
B-25-25	Listens to student efforts to communicate							
B-25-26	Encourages students to express ideas and opinions							
B-25-27	Assists student to express his feelings.							
B-25-28	Assists student to interpret his own behavior							
B-25-29	Aids student in accepting his handicap							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
gnitive deficits of cultural and social										
ditory deficiencies , genetic, and struc- ltions										
standardized measures ual motor functioning										
statements describ- limitations into about instructional s										
commercial instruc- erials available for th exceptional chil-										
es program purposes & to student in counsel- ions										
nt in defining goals and which are achievable f his limitations										
student efforts to e										
students to express ideas ns										
udent to express his										
udent to interpret his or										
nt in accepting his handi-										

		G	EH	D/H	EMR	TMR	MG	MH
B-26-30	Arranges classroom environment to accommodate children in wheelchairs or wearing appliances and prosthetic devices							
B-26-31	Adapts instructional environment for specific children in the light of information gained from physicians and other non-instructional consultants							
B-26-32	Arrange classroom so that students have optimal visibility							
B-26-33	Plan teaching strategies which maximize utilization of visual modality							
B-26-34	Arrange classroom for maximum visual efficiency							
B-26-35	Uses parents as volunteer aides in the classroom							
B-26-36	Uses aide's services to maximize individual contact with pupils							
B-26-37	Maintains required records on children in class							
B-26-38	Operates special class in conformance with district policy and state law							
B-26-39	Selects for purchase instructional materials and equipment							
B-26-40	Plans and adheres to the instructional budget for operating in special class							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
es classroom environment ommodate children in wheel- or wearing appliances rosthetic devices										
instructional environ- or specific children in ght of information gain- m physicians and other structional consultants										
e classroom so that ts have optimal visi-										
eaching strategies which ze utilization of visual										
e classroom for maximum efficiency										
arents as volunteer aides classroom										
ide's services to maximize dual contact with pupils										
ins required records on en in class										
es special class in confor- with district policy and law										
s for purchase instructional ls and equipment										
nd adheres to the instruc- budget for operating in class										

		G	EH	D/H	EMR	TMR	MG	MH
B-26-41	Uses a routinized daily schedule							
B-26-42	Establishes and equips interest and learning centers in the classroom							
B-26-43	Establishes and maintains clearly defined guidelines for pupil classroom behavior							
B-26-44	Arranges classroom furniture to maximize instructional flexibility							
B-26-45	Maintains school records in objective fashion							
B-26-46	Arrange physical environment in order to achieve specific instructional goals							
B-26-47	Prepares and submits reports as required by local and state code							
B-26-48	Organizes and administers speech and hearing programs for speech language, and auditorially handicapped children							
B-26-49	Arranges physical conditions to facilitate the achievement of specific instructional goals							
B-26-50	Develops and maintains functional records systems							
B-26-51	Maintains required records on individual children							
B-26-52	Executes emergency procedures in the event of seizures, fatigue, excessive emotional reaction, critical illness or injury							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
routinized daily schedule										
ishes and equips interest arning centers in the oom										
ishes and maintains clear- ined guidelines for pupil oom behavior										
es classroom furniture to ze instructional flexibility										
ins school records in ob- e fashion										
e physical environment in to achieve specific instruc- goals										
es and submits reports as ed by local and state code										
zes and administers speech aring programs for speech ge, and auditorially apped children										
es physical conditions to tate the achievement of ic instructional goals										
os and maintains functional s systems										
ins required records on dual children										
es emergency procedures in ent of seizures, fatigue, ve emotional reaction, l illness or injury										

		G	EH	D/H	EMR	TMR	MG	MH
B-27-53	Describes purposes, programs and goals of special education to parents							
B-27-54	Elicits parent support for the instructional program through counseling							
B-27-55	Communicates outcomes of the instructional process to the parents							
B-27-56	Obtains information necessary for program planning and implementation through counseling with parents							
B-27-57	Interprets information supplied by parents							
B-27-58	Elicits supportive behaviors from parents through parent counseling							
B-27-59	Aids parents in defining realistic goals, for their children							
B-27-60	Involves parents in establishing physical, cognitive, and affective goals for their children							
B-27-61	Elicits parent cooperation in developing educational programs for individual children							
B-27-62	Encourages parents to implement extensions of school programs in the home							
B-27-63	Modifies parent-child relations through parent counseling							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
purposes, programs of special education										
arent support for the onal program through										
tes outcomes of the onal process to the										
nformation necessary am planning and im- ion through counseling nts										
s information supplied s										
upportive behaviors nts through parent										
nts in defining realis- for their children										
parents in establishing cognitive, and affective their children										
arent cooperation in g educational programs idual children										
s parents to implement s of school programs in										
parent-child relations arent counseling										

		G	EH	D/h	EMR	TMR	MG	MH
B-27-64	Encourages parents to express and evaluate their feelings about having an exceptional child							
B-27-65	Communicates with parents affectively							
B-27-66	Communicates with parents objectively							
B-27-67	Listens to parents with non-judgmental responses							
B-27-68	Plans periodic parent meetings to discuss objectives, goals, procedures, and forecasts							
B-28-69	Uses information supplied by professional consultants in planning instructional programs							
B-28-70	Interprets information supplied by physicians, psychologists, and other professionals							
B-28-71	Prepares written reports for teachers, professional personnel outside the school, and outside agencies							
B-28-72	Consults with the regular class teacher in order to extend and implement the speech and language programs for individual children							
B-28-73	Establishes & maintains communication channels with personnel in school and community agencies to extend individual pupil instructional programs							

	G	EH	D/h	LMR	TMR	MG	MH	OH	SH	VH
s parents to express ate their feelings ing an exceptional										
es with parents y										
es with parents y										
parents with ental responses										
odic parent meetings objectives, goals, , and forecasts										
mation supplied by al consultants in nstructional programs										
information supplied ans, psychologists, professionals										
ritten reports for professional personnel e school, and outside										
ith the regular class order to extend and the speech and language or individual children										
s & maintains communica- els with personnel in community agencies to ividual pupil instruc- grams										

		G	EH	D/H	EMR	TMR	MG
B-28-74	Participates as a member of interdisciplinary teams to assess the nature and severity of the child's handicapping conditions						
B-28-75	Seeks professional assistance in managing children when required						
B-28-76	Observes accepted ethical practices in communicating to others about individual children						
B-28-77	Works with professional consultants in developing programs for individual children						
B-28-78	Selects appropriate consultants for obtaining information about handicapped children						
B-28-79	Selects appropriate professionals when professional assistance is required						
B-28-80	Communicates with regular class teacher regarding activities of exceptional children who are members of that teacher's class						
B-28-81	Describes purposes, programs, and goals of special education to regular class teachers and administrators						
B-28-82	Supplies descriptive data to other professional when required						
B-28-83	Can supply information to consultants in order to increase their consultative value						

	G	EH	D/H	EMR	TMR	MG	M	OH	SH	VH
ates as a member of inter- nary teams to assess the nd severity of the child's oing conditions										
ofessional assistance in children when required										
accepted ethical practices nicating to others about al children										
th professional consultants oping programs for individ- dren										
appropriate consultants for g information about handi- hildren										
appropriate professionals fessional assistance is										
ates with regular class regarding activities of nal children who are mem- that teacher's class										
s purposes, programs, and special education to class teachers and admin-										
descriptive data to other onal when required										
y information to consul- order to increase their tive value										

		G	EH	D/H	EMR	TMR	MG	MH
B-28-84	Communicates with other professionals with objectivity and specificity							
B-28-85	Can use information obtained from consultants when planning instructional activities							
B-28-86	Utilizes the services of appropriate community agencies							
B-28-251	Relates information obtained from physicians and orthopedic appliance manufacturers to the development of instructional activities							
B-28-252	Relates statements from opthalmologists to the development of instructional activities							
B-29-87	Develops an instruction environment which provides opportunities to research controversial issues							
B-29-88	Provides for student involvement in social concerns of the community							
B-29-89	Translates learning theories in terms of functional relations to instruction							
B-29-90	Organizes a speech reading training program for specific children							
B-29-91	Formulates instructional program to remediate fluency deficiencies							
B-29-92	Designs a program for children with auditory deficits within an educational setting							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
tes with other pro- s with objectivity ficity										
nformation obtained ultants when planning onal activities										
the services of te community agencies										
nformation obtained icians and orthopedic manufacturers to the nt of instructional s										
tatements from logists to the develop- instructional activities										
an instruction environ- h provides opportunities ch controversial issues										
for student involvement concerns of the										
s learning theories in functional relations to on										
a speech reading train- am for specific children										
s instructional program ate fluency deficiencies										
program for children with deficits within an educa- tting										

		G	EH	D/H	EMR	TMR	MG	MH
B-29-93	Organizes instruction environments which develop skills of inferring relations							
B-29-94	Utilizes information obtained from related disciplines about the sensory, physical, emotional, social, and cognitive states of the child to plan remediation programs							
B-29-95	Organizes instructional environments which develop exploratory behaviors							
B-29-96	Determines if the several theoretical approaches to instruction have application to specific instructional problems							
B-29-97	Develops instructional materials to meet specific instructional needs							
B-29-98	Plans instructional programs which provide for the development of practical employment skills							
B-29-99	Organizes activities which are associated with developing independent behaviors							
B-29-100	Translates diagnostic statements of physicians, physical therapists, occupational therapists, and other professionals into instructional activities							
13-29-101	Sequences tasks to conform with learning styles, pace, and inferred learning potential of children							
B-29-102	Organizes classroom activities in order to develop skills in receiving and responding to the communications							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
nstruction environ- develop skills of elations										
formation obtained d disciplines about , physical, emotional, cognitive states of o plan remediation										
nstructional environ- develop exploratory										
if the several theo- roaches to instruction ation to specific al problems										
structional materials cific instructional										
uctional programs de for the development l employment skills										
ctivities which are with developing in- haviors										
diagnostic statements s, physical therapists, l therapists, and other s into instructional										
sks to conform with les, pace, and inferred tential of children										
lassroom activities in velop skills in receiving ing to the communications										

		G	EH	D/H	EMR	TMR	MG	MH
	of fellow students, teachers, and resource persons							
B-29-103	Generates instructional programs which are associated with the development of problem solving behaviors							
B-29-104	Formulates instructional programs to remediate voice quality deficiencies							
B-29-105	Formulates instructional programs to remediate articulation deficiencies							
B-29-106	Designs a program of auditory training for individual children based on the child's measured speech perceptions							
B-29-107	Applies the results of audiometric testing to planning instructional programs							
B-29-108	Designs a speech training program within an educational setting							
B-29-109	Uses standardized and informal test results to individualize instructional programs for children with speech and language disorders							
B-29-110	Identifies the instructional needs of pupils with communicative disorders							
B-29-111	Develops curriculum materials for deaf and hard of hearing pupils							
B-29-112	Plans an instructional unit indicating procedures and materials in order of application to achieve a terminal objective							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
students, teachers, rce persons										
instructional programs associated with the nt of problem solving										
s instructional programs ate voice quality de- s										
s instructional programs ate articulation de- s										
program of auditory for individual chil- ed on the child's measured rceptions										
he results of audiometric o planning instructional										
speech training program educational setting										
dardized and informal lts to individualize onal programs for chil- speech and language s										
s the instructional needs with communicative dis-										
curriculum materials for hard of hearing pupils										
instructional unit in- procedures and materials of application to achieve a terminal objective										

		G	EH	D/H	EMR	TMR	MG	MH
B-29-113	Compares motor performance of individual child with developmental norms and uses information for instructional planning							
B-29-114	Sequences performance objectives in terms of stated performance objectives							
B-29-115	Develops objectives in terms of entering behaviors of student							
B-29-116	Lists components of a problem solving task							
B-29-117	Lists components of a verbal task							
B-29-118	Lists components of a motor task							
B-29-119	Selects instructional materials and methods in terms of student performance level							
B-29-120	Uses information obtained from observing the child in writing instructional objectives							
B-29-121	Involves students in instructional planning							
B-29-122	Updates program development & implementation in terms of current research							
B-29-123	Develops and maintains a materials and methods file derived from professional & commercial sources							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
motor performance of child with develop- rms and uses information uctional planning										
performance objec- terms of stated per- objectives										
objectives in terms g behaviors of										
onents of a problem sk										
onents of a verbal										
onents of a motor										
structional materials s in terms of student e level										
rmation obtained from the child in writing nal objectives										
tudents in instruc- nning										
rogram development & tion in terms of search										
nd maintains a and methods file de- professional & sources										

		G	EH	D/H	EMR	TMR	MG	MH
B-29-124	Uses outcomes of instruction as a basis for planning future instructional activities							
B-29-125	Applies information about auditory deficit in the development of instructional materials							
B-29-126	Plans teaching strategies which maximize utilization of the visual, sensory modality							
B-29-127	Plans mobility training programs							
B-29-128	Prepares instructional materials for auditory discrimination training							
B-29-129	Uses mechanical brailler to prepare instructional materials.							
B-29-130	Prepares instructional materials for tactual discrimination training							
B-29-131	Uses information gained in evaluating behavior changes related to visual input as a basis for instructional planning							
B-29-132	Prepares instructional materials for partially seeing pupils							
B-29-133	Conducts a task analysis of an instructional activity							
B-29-134	Utilizes empirically derived information when selecting or designing intervention procedures							
B-29-135	Modifies the selection of instructional procedures in terms of instructional outcomes							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
mes of instruction for planning future nal activities										
nformation about eficit in the develop- structional materials										
ching strategies which tilization of the nsory modality										
lity training programs										
nstructional materials ry discrimination										
nical brailler to pre- uctional materials.										
nstructional materials l discrimination train-										
mation gained in evalu- vior changes related to ut as a basis for in- l planning										
nstructional materials lly seeing pupils										
task analysis of an nal activity										
mpirically derived in- when selecting or design- ention procedures										
he selection of instruc- cedures in terms of in- l outcomes										

		G	EH	D/H	EMR	TMR	MG	MH
B-29-136	When integrating an exceptional child into the regular classroom, specifies the sequence of activities in which the child is to be integrated							
B-29-137	When integrating an exceptional child into the regular classroom describes essential instructional environment modifications							
B-29-138	Selects appropriate literature as a source for program planning information							
B-29-139	Applies information about child development in planning the instructional inference							
B-29-140	Modifies the selection of instructional materials in terms of instructional outcomes							
B-29-141	Develops intervention procedures in order to achieve specific behavior objectives							
B-29-142	Applies information about home conditions in planning the instructional interface							
B-29-143	Relates information about child development to the child's performance in school							
B-30-144	Involves pupils in the instructional evaluation process							
B-30-145	Evaluates pupil performance at each step and task level							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
grating an exceptional o the regular class- cifies the sequence of s in which the child is egrated										
grating an exceptional o the regular class- ribes essential in- al environment modifica-										
ppropriate literature as for program planning in-										
nformation about child nt in planning the in- al inference										
the selection of instruc- terials in terms of in- al outcomes										
intervention procedures to achieve specific objectives										
nformation about home s in planning the in- al interface										
nformation about child nt to the child's per- in school										
pupils in the instruc- aluation process										
pupil performance at and task level										

		G	EH	D/H	EMR	TMR	MG	MH
B-30-146	Evaluates particular teaching processes and strategies as related to individual pupil performance							
B-30-147	Modifies speech and language training outcomes in terms of evaluation activities							
B-30-148	Analyzes and evaluates instructional procedures in the light of behavior outcomes achieved.							
B-30-149	Compares the behavior outcomes of instructional efforts with stated long term and short term goals							
B-30-150	Applies evaluation techniques to measure student progress							
B-30-151	Applies evaluation techniques to measure the effectiveness of materials and methods							
B-30-152	Designs evaluation techniques to measure effectiveness of materials and methods							
B-30-153	Designs evaluation techniques to determine long term educational progress							
B-30-154	Determines which environmental situations are reinforcing to individual children							
B-30-155	Evaluates & modifies when appropriate his own teaching behavior							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
particular teaching and strategies as individual pupil e										
peech and language utcomes in terms ion activities										
nd evaluates in- l procedures in of behavior out- eved.										
e behavior out- nstructional efforts d long term and goals										
luation techniques student progress										
luation techniques the effectiveness s and methods										
luation techniques effectiveness of nd methods										
luation techniques e long term educa- ress										
which environmental are reinforcing to children										
modifies when his own teaching										

		G	EH	D/H	EMR	TMR	MG	MH
B-30-156	Applies criteria for evaluating mobility training programs							
B-30-157	Develops criteria for evaluating the outcomes of mobility training programs							
B-30-158	Evaluates behavior in response to changes in visual input as a basis for instructional planning							
B-30-159	Describes social conditions which are related to the child's performance in school							
B-30-160	Objectively describes changes in performance rates demonstrated by the child							
B-30-161	Describes factors in the school environment which are related to the performance of the child							
B-30-162	Evaluates the effectiveness of intervention strategy through observation of behavior outcomes							
B-30-163	Objectively describes performance changes demonstrated by the child							
B-31-195	Recognizes the unique behavior acquisition patterns of individual children							
B-31-194	Describes the language competency of a child-syntax level							
B-31-193	Describes the language competency of a child-lexicon level							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
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the language com- a child-lexicon										

		G	EH	D/H	EMR	TMR	MG	MH
B-31-192	Evaluates the language competency of a child-syntax level							
B-31-191	Evaluates speech reading skills of individual children							
B-31-190	Evaluates the language competency of a child-lexicon level							
B-31-189	Assesses voice qualities							
B-31-188	Assesses articulation patterns							
B-31-187	Performs speech audiometry & evaluates the outcomes							
B-31-186	Interprets outcomes of audiometric testing with respect to extent and type of hearing handicap							
B-31-185	Conducts pure tone audiometric tests, AC, BC, and MA							
B-31-184	Identifies & evaluates speech & language handicapped children in the educational setting							
B-31-183	After screening children with suspected speech and language handicaps, selects specific cases for special instruction							
B-31-182	Establishes situations which elicit language behavior for assessment purposes							
B-31-181	Assesses developmental performance level							
B-31-180	Assesses the speech behavior of pupils							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
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		H	EH	D/H	EMR	TMR	MG	MH
B-31-179	Relates observed visual deficiencies to physical, genetic, and structural conditions							
B-31-178	Classifies observed communicative disorders with respect to characteristics, etiology, and manifestation							
B-31-177	Relates specific communicative disorders to social and cultural conditions							
B-31-176	Relates specific communicative disorders of pupils to anatomical and physiological conditions							
B-31-175	Records base-line performance data							
B-31-174	Determines a child's hierarchy of reinforcers							
B-31-173	Describes a child's interaction with peers, teachers, and parents							
B-31-172	Tentatively identifies child's preferred learning style							
B-31-171	Observes responses to visual stimuli in the partially sighted							
B-31-170	When integrating an exceptional child into the regular classroom describes for the teacher that child's entry behaviors							
B-31-169	When integrating an exceptional child into the regular classroom indicates instructional limitations							

	H	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
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observed communica- ders with respect to stics, etiology, and ion										
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rating an exceptional the regular class- bes for the teacher s entry behaviors										
rating an exceptional the regular class- tes instructional										

		G	EH	D/H	EMR	TMR	MG	MH
B-31-168	Establishes situations which elicit behaviors which permit inference that the child is thinking critically							
B-31-167	Establishes situations which elicit specific responses for assessment purposes							
B-31-166	Observes and records behaviors elicited in assessment situations							
B-31-165	Uses assessment information as a basis for specifying behavior objectives							
B-31-164	Modifies assessment activities in terms of instructional outcomes							
B-32-201	Uses special equipment designed for the physically handicapped in the classroom							
B-32-202	Applies operant conditioning principles to training programs							
B-32-203	Adapts & devises equipment and physical situations to accommodate unique physical, sensory, and cognitive behavior styles							
B-32-204	Elicits behaviors which reflect a realistic definition of occupational possibilities in terms of the child's handicap							
B-32-205	Reinforces exploratory responses and questions from students							
B-32-206	Provides opportunities for students to discuss, examine, and support							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
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es situations which ecific responses for t purposes										
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ssment information as or specifying behavior s										
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s exploratory responses ions from students										
opportunities for students s, examine, and support										

		G	EH	D/H	EMR	TMR	MG	MH
	a position with respect to critical issues							
B-32-207	Provides opportunities for independent study							
B-32-208	Elicits exploratory responses and questions from students							
B-32-209	Implements speech reading program							
B-32-210	Implements language development programs for specific children							
B-32-211	Demonstrates to the child proper use of a hearing aid							
B-32-212	Selects appropriate instructional techniques & procedures for each instructional session with child in terms of age, grade level, and nature of communication disorder							
B-32-213	Utilizes the principles & procedures of group processes to remediate communication disorders							
B-32-214	Provides a consistent pattern of activities to structure the instructional environment							
B-32-215	Selects & uses instructional materials related to vocational skills							
B-32-216	Reinforces behaviors which enable the child to function as a member of the classroom group							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
with respect to ssues										
portunities for study										
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s to the child proper aring aid										
ropriate instruc- niques & procedures structional session in terms of age, , and nature of tion disorder										
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consistent pattern es to structure tional environment										
ses instructional elated to vocational										
behaviors which enable o function as a member sroom group										

		G	EH	D/H	EMR	TMR	MG	MH
B-32-217	Responds to inappropriate behaviors consistently & in such a manner as to reduce the probability of their occurrence							
B-32-218	Uses teacher-aide to assist in maintaining instructional routine & in pacing instructional activities							
B-32-219	Varies & paces instructional activities to maintain high student interest							
B-32-220	Practices accepted group process procedures to achieve program goals							
B-32-221	Establishes classroom environment which permits children to behave as members of a group							
B-32-222	Controls classroom behavior by the application of behavior shaping principles							
B-32-223	Assists student to modify his behavior in terms of its consequences							
B-32-224	Provides the child with appropriate feed-back for his behavior							
B-32-225	Aids student in defining alternate behavior possibilities							
B-32-226	Provides success producing situations for individual pupils							
B-32-264	Adapts audio-visual equipment & media for use with severely auditorially handicapped children							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
o inappropriate be- sistently & in such to reduce the proba- eir occurrence										
r-aide to assist in instructional in pacing instruc- vities										
ces instructional to maintain high terest										
ccepted group pro- lures to achieve ls										
classroom environ- permits children to embers of a group										
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e child with feed-back for his										
t in defining ehavior possibili-										
ccess producing for individual										
o-visual equip- a for use with uditorially handi- ldren										

		G	EH	D/H	EMR	TMR	MG	MH
B-32-227	Utilizes teaching techniques which maximize utilization of the visual modality							
B-32-228	Develops oral language behavior in deaf children							
B-32-229	Initiates manual communication behavior							
B-32-230	Develops manual communication skills							
B-32-231	Utilizes strategies to increase use of residual hearing							
B-32-232	Sight-reads Braille (Grades 1 & 2)							
B-32-233	Sight-reads Braille (music code)							
B-32-234	Sight-reads Braille (Nemuth code)							
B-32-235	Implements mobility training program							
B-32-236	Modifies environmental conditions in order to deal with blindisms & other side effects of being severely visually impaired							
B-32-237	Utilizes empirically derived information when selecting and designing instructional materials							
B-32-263	Demonstrate lifting procedures for children with different physiological handicaps							
B-32-238	Initiates oral language behavior in deaf children							
B-32-239	Initiates writing behavior							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
teaching techniques mize utilization of modality										
oral language be- deaf children										
manual communication										
manual communication										
strategies to increase sidual hearing										
ls Braille (Grades 1 &										
ls Braille (music code)										
ls Braille (Nemuth code)										
mobility training pro-										
environmental conditions o deal with blindisms de effects of being visually impaired										
mpirically derived in- when selecting and de- structional materials										
e lifting procedures for ith different physio- ndicaps										
oral language behavior ildren										
writing behavior										

		G	EH	D/H	EMR	TMR	MG	MH
B-32-240	Develop writing behavior							
B-32-241	Modify the application of instructional procedures in terms of instructional outcomes							
B-32-242	When integrating a child in the regular classroom assists regular teacher in program development and modification							
B-32-243	Modifies instructional materials in terms of the individual child's performance							
B-32-244	Adapts the basic public school curriculum to the limitations of the individual child							
B-32-245	Utilizes community resources which could be part of the instructional program							
B-32-246	Adapts materials and equipment in terms of specific instructional problems							
B-32-247	Encourages behaviors which reflect divergent cognitive activity in the child							
B-32-248	Encourages behaviors which reflect problem-solving cognitive activity in the child							
B-33-253	Describes instructional goals in performance terms							
B-33-254	Identifies educational and behavioral goals in terms of child's handicapping condition							
B-33-255	Arranges educational objectives in priority order							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
riting behavior										
application of in- l procedures in terms ctional outcomes										
grating a child in the lassroom assists regu- r in program develop- odification										
nstructional materials f the individual child's ce										
basic public school to the limitations ividual child										
ommunity resources d be part of the nal program										
erials and equipment f specific instruc- blems										
behaviors which re- rgent cognitive activ- child										
behaviors which re- lem-solving cognitive n the child										
instructional goals ance terms										
educational and be- oals in terms of ndicapping condition										
ducational objectives y order										

		G	EH	D/H	EMR	TMR	MG	MH	
B-33-256	Breaks down long-range educational goals into sequences of immediate goals								
B-33-257	Uses information obtained from assessment activities, cumulative folders, and special reports to develop long-range educational objectives								
B-33-258	Defines probable post-school vocational activities when developing long-range curricular objectives								
B-33-259	Identifies probable post-school vocational activities for individual children								
B-33-260	Defines long range therapeutic goals for correcting speech behavior for a particular child								
B-33-261	Defines short-term therapeutic goals for correcting speech behavior for a particular child								
B-33-262	When integrating an exceptional child into the regular classroom describes criteria for evaluating placement								

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
l long-range educa- s into sequences e goals										
ation obtained from activities, cumula- s, and special reports long-range educational										
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probable post-school activities for in- ildren										
g range therapeutic correcting speech r a particular child										
rt-term therapeutic correcting speech r a particular child										
rating an exceptional the regular class- bes criteria for placement										

APPENDIX B

Instructions for Second Delphi Evaluation

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INSTRUCTIONS

Dear Colleague:

Enclosed is the second mailing in the Delphi process of the list of competencies developed by the several work groups at the Special Study Institute in Santa Barbara and rated by the conference participants.

Carefully read the following instructions in order to provide us with your correct indication as to the appropriateness of each item. Return your completed form by June 5, 1972, to Dr. Calvin C. Nelson, Chairman, Department of Behavioral Sciences in Education, California State College, Fullerton, 800 N. State College Blvd., Fullerton, California 92631.

1. The items appear exactly as they did on the original survey, in order to maintain consistency in the process. Suggested editorial changes have not been introduced at this time. The suggestions will be taken into account in the final report.

2. The numbers which appear in each competency area reflect consensus ratings from the first survey. Whenever a 1 appears, the consensus was that the competency listed is "desired" but not essential for a teacher working in that designated area of exceptionality. Whenever a 2 appears, the consensus was that the competency listed is "essential" for a teacher working in that designated handicap area.

Each item which was rejected by 20% or more of the raters is designated by the word "reject." This is followed by the number of persons rejecting the item.

3. Now that you know what the consensus is regarding each teaching competency, you have the opportunity to re-evaluate the importance of each teaching competency for each area of exceptionality in light of your colleagues' responses.

IT IS IMPORTANT that you indicate once again your rating for each competency. DO NOT LEAVE A COMPETENCY UN-RATED. The numbers indicate a consensus

response to the first survey. YOU MUST RECORD YOUR RATINGS AGAIN FOR THE SECOND SURVEY. Record your second responses according to the following instructions.

A. As you examine each competency, ask yourself whether it is necessary to the execution of an instructional program for handicapped children.

   If not--write REJECT as your response and proceed to the next item. (If item has been rejected in first survey and you wish to reject it again, write reject)

   If yes--GO TO LETTER B.

B. Ask yourself whether the competency is GENERIC to all programs for handicapped children or SPECIFIC TO PARTICULAR PROGRAMS.

   If GENERIC--prepare to place your rating in the Generic Box only and GO TO LETTER C.

   If SPECIFIC--prepare to place your rating in one or more categories (if you think a competency is important to four (4) or more categories, prepare to place your rating in the GENERIC AREA and GO TO LETTER C).

C. Rate each competency as follows:

   1 = enhances instruction but its absence would not detract from instructor effectiveness.

   2 = absolutely necessary for instructor effectiveness.

   IMPORTANT

   A rating of 2 on any competency should be interpreted to mean that you would be willing to accept it as a basis for evaluating your college training program.

APPENDIX C

Institutions Participating in the Special Education Teacher Competency Evaluation

Biola College
California Baptist College
California Lutheran College
California Polytechnic State University
California School for the Deaf, Berkeley
California School for the Deaf, Riverside
California State College, Bakersfield
California State College, Dominguez Hills
California State College, San Bernardino
California State College, Sonoma
California State College, Stanislaus
California State Polytechnic University
California State University, Chico
California State University, Fresno
California State University, Fullerton
California State University, Hayward
California State University, Humboldt
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
California State University, Sacramento
California State University, San Diego
California State University, San Francisco
California State University, San Jose
Chapman College
Dominican College of San Rafael
Holy Names College
La Verne College
Loma Linda University
Mount St. Mary's College
Pacific Union College
Pasadena College
Pepperdine University
Southern California College
United States International University
University of California, Davis
University of California, Los Angeles
University of California, Riverside
University of Redlands
University of San Diego
University of Southern California
University of the Pacific

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